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ABSTRACT

This booklet, which outlines the knowledge and skills that should be guaranteed by graduation from a teacher education program, advocates a strong emphasis on general education, the disciplines underlying pedagogy, the teaching specialty content, and an enriched study and practice of pedagogy. A profile is offered of the competencies beginning teachers should command and of the qualities that should be contained in programs offered by schools of education. Principal elements of critical components in teacher education are discussed: (1) general education component, which provides a sound foundation in the liberal arts and sciences; (2) preprofessional studies, in which prospective teachers study subjects that provide a theoretical base and related skills in the social and behavioral sciences; (3) academic specialization component, the in-depth study of the subject that the prospective teacher will teach; and (4) professional studies component, which transforms the educated individual into a professional teacher. It is pointed out that field and clinical laboratory experiences enable teacher candidates to master pedagogical knowledge and skills to a level which allows them to enter the classroom with the confidence of knowing how to cope with planned and unexpected events. (JD)

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Educating A Profession: Profile of a Beginning Teacher

Foreword

The American Association of Colleges for Teacher Education (AACTE) is committed to the preparation of teachers who have the knowledge and skills necessary to meet the diverse learning needs of the children and youth in our schools. AACTE believes that this means teacher educators must be concerned with the redesign of their programs as well as the development and application of appropriately rigorous standards and procedures.

The Association's commitment is represented in a series of position papers with their genesis in AACTE's bicentennial publication, *Educating a Profession*. This statement, *Profile of a Beginning Teacher*, is the first in this series. It outlines the knowledge and skills that should be guaranteed by graduation from a teacher education program. It advocates a strong emphasis on general education, the disciplines underlying pedagogy, the teaching specialty content, and an enriched study and practice of pedagogy.

The second statement in the series, *Competency Assessment*, describes how and when the progress of prospective teachers should be assessed. Its recommendations cover teacher education from student entry into the program to graduation.

The third statement, *Extended Programs for Teacher Education*, addresses the length of time necessary for students to develop the competencies ensuring teacher effectiveness. To meet the outcomes described in *Profile of a Beginning Teacher*, this statement considers the need for extended programs. It addresses the issues surrounding a dramatic change in teacher education, gives examples of extended programs, and makes recommendations for implementing the more demanding and comprehensive program required to achieve the goals outlined in *Profile*.

The three statements are extended and combined in *Educating a Profession: Beginning Teacher Preparation* to be released in Spring 1983. This and other publications on teacher education are available from the AACTE Order Department, Suite 610, One Dupont Circle, Washington, D.C. 20036.

February 1983

AMERICAN ASSOCIATION OF COLLEGES
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Profile of a Beginning Teacher

"The American people face a crucial choice concerning their schools. Either they reaffirm their faith in education through increased financial and psychological support, or they will experience the end of public education" (Howsam et al 1976). Howsam's bicentennial publication, *Educating a Profession*, also challenged teacher education to earn such public support by assisting teachers and schools to meet the demands on education.

The challenge remains to be met.

Education is vital to the maintenance and enrichment of our society. Public schools continue to provide the primary source of education of our children and youth. But schools need to be better—considerably better—than many of them are today.

An emerging consensus on how to improve the schools is that improvement must begin with upgrading teacher quality. According to recent opinion polls, a large segment of the public believes that improving teacher quality is the best way to improve the schools. Parents, students, legislators and the general public have expressed dissatisfaction with the level of effectiveness of many teachers and schools. Recent actions by legislative bodies and recommendations by numerous public and private organizations underscore the impatience with the teaching profession and with teacher education institutions.

They perceive a lack of response to the challenge of improving the effectiveness of schools. And many in the teaching profession agree.

Thus, reaffirmation and recommitment to strong teacher education programs are timely and necessary.

This profile defines what stronger teacher education programs would produce—what teacher characteristics should be guaranteed upon graduation from a teacher education program. This report is an answer to the challenge to improve our schools through a better understanding of what teachers must be expected to know and be able to do in order to begin professional practice.

The report reaffirms the belief that improving school personnel quality is the most effective way to improve our schools. Consistent with that view, we hold that parents and their children—indeed, all of society—are entitled to expect excellence in beginning teachers.

Teacher education institutions, in turn, are challenged to respond to this report by accepting their responsibilities to children and youth by preparing teacher candidates who are educated adults and competent professionals.

Profile of Beginning Teacher Competencies

Parents and educators alike have the right to expect that beginning teachers:

- care about children and are committed to their education;
- are broadly educated in the liberal arts and capable of engaging the young in the knowledge and intellectual processes fundamental to a common general education;
- are knowledgeable about the subjects that they teach;
- possess a thorough grasp of the knowledge base undergirding teaching practice, a repertoire of instructional strategies, and the skills to apply these to the education of individual students;
- are able to understand and use new technologies;
- are able to transcend their own personal experiences in the classroom as a student, and subsequently as a teacher, in order to make instructional decisions based on professional knowledge;
- are able to communicate effectively with children, parents, policy- and decision-makers, and other persons;
- understand and use methods of inquiry and research findings in making professional decisions;
- honor the dignity and rights of every individual learner consonant with the values of our democratic and pluralistic society;
- are prepared to implement the concept that schools should provide open and equal educational opportunity for all;
- collectively represent the cultural differences associated with the society at large.

In short, the public and the profession must insist on beginning teachers who are safe to practice in classrooms—safe in the sense that they have the personal and professional competencies and skills which are essential to ensure student learning.

The qualities expected of teachers must be developed through the teacher education programs of every institution preparing personnel. The public and the profession are entitled to expect that all such institutions offer programs that:

- admit only individuals with potential for teaching successfully;
- provide challenging, relevant and rewarding experiences designed to attract and retain candidates of promise and screen out those not suited for teaching;
- establish clear goals responsive to both the reality of today's schools and to our aspirations for what they may become;
- use the professional knowledge base for teaching;
- use and help students develop a balanced repertoire of instructional strategies for a broad range of individual learning needs;
- provide campus-based and supervised field experiences to ensure that the theoretical foundations for teaching knowledge can be translated effectively in classroom instruction;
- provide adequate resources to support both the academic and pedagogical components of the teacher education program;
- plan sequential experiences that move prospective teachers toward greater sophistication and wider applications of teaching knowledge and skills;
- establish criteria which ensure that graduates are at a safe level of beginning professional practice;
- provide for regular follow-up contact and support for graduates during their transition to full-time practice;
- develop and maintain relationships with other agencies and groups whose understanding and support are essential.

To achieve these qualities, graduates of teacher education programs would possess requisite knowledge and skills in the following four program components:

1. General Education
2. Preprofessional Study in the Disciplines Undergirding Pedagogy

3. Academic Specialization
4. Professional Study

The principal elements of these four components to be described fully in this document should be understood to be integral, interactive and adaptable components of initial teacher preparation.

All college students preparing to teach are required to take courses in the **general education** component. The content of this component must provide a sound foundation in the liberal arts and sciences.

In **preprofessional studies,** prospective teachers study subjects that provide a theoretical base and related skills in the social and behavioral sciences. These courses provide a foundation for understanding schools and developing skills that will assist in teaching.

The **academic specialization** component is the in-depth study of the subjects that the prospective teacher will teach. Since teachers are expected to convey knowledge to students in one or more subjects, they must develop proficiency in these areas.

While the other three components are important, it is the **professional studies** component that transforms the educated individual into a professional teacher. Here, prospective teachers learn to draw from the other three components those elements having implications for teaching. Even more important, they learn how to teach effectively through the acquisition of generic and specialized knowledge and skills which are essential to the study and practice of pedagogy—effective teaching.

Given the structure of colleges and universities, these four program components are shared by the arts, letters, and sciences faculty and the faculty of education. Nevertheless, the teacher education unit holds the chief responsibility for the professional preparation of teachers, and draws on the resources of the total campus.

General Education

General education fosters understanding of society, the world and the prospective teachers themselves. The general education component is taught by the arts, letters and science faculty, and serves as a lifelong tool to solve problems, think critically, and comprehend past, present, and future events. While important to every college student, it is of special significance to those preparing to teach because they will need to be familiar with the knowledge and intellectual processes fundamental to teaching. General education should result in an understanding of the following:

Communication Skills. A teacher's ability to communicate effectively is essential. Thus, a fundamental outcome of the general education component should be proficiency in the art of communication. Upon completion of general studies, the prospective teacher should:

- be proficient in the communication arts (reading, writing, speaking, listening, creative expression, and forms of non-verbal communication);
- be proficient in mathematical skills;
- understand the nature, evolution, and uses of language and how language reflects cultural values and traditions—the study of other languages may facilitate such understanding;
- understand the function, use, and impact of mass communication, the computer, and other technology.

Importance of Groups and Institutions. Because teachers work with groups of students and parents in one of society's major institutions, an understanding is required of the importance of groups and institutions and their origins and development, organization, functions, strengths and weaknesses, historical impact, and relationship to cultural characteristics.

Relationship of Society and Work. The general studies should assist college students in understanding the relationship between society and work. This component should include study of the historical, philosophical, religious, and social attitudes toward work, and the relationship of individuals and groups to production.

Relationship of Nature and the Universe. Teacher candidates should understand the relationship of nature and the universe through the study of the processes and applications of science and its influence on society; the interrelatedness of the various elements of nature; values and ethics as related to scientific knowledge; and the interrelatedness of all knowledge.

Relationship of New Technologies to Human Nature. Teacher candidates should be able to understand the relationship between high technology and human potential, including the implications this movement holds for schooling and education.

Relationship of Time and Civilization. Teacher candidates should understand the relationship between time and civilization. These concepts should be addressed through the study of the interrelatedness of past, present and future events; the convergence of social, cultural, religious, political, economic and intellectual forces; the contributions and decline of major civilizations; and the emergence of global interdependence.

Values and Beliefs. Teacher candidates should understand the laws, customs, traditions, and values in relation to a variety of cultures, including the pluralistic culture of the United States and the rest of the world; the derivation of social ethics and morality; and the derivation of individual values and beliefs.

Fine Arts. Teacher candidates should understand the role of fine arts (including music, theater, dance, and the visual arts) in cultural development and their impact upon society.

Principles of Physical and Mental Health. Teacher candidates should be able to assist students in gaining an understanding of basic principles of physical and mental health related to individuals and the community.

In essence, the general education component encourages teacher candidates to explore the interrelationship of knowledge, to develop communication skills that allow them to convey that knowledge to others, and to be able to make decisions on the basis of evidence and logic.

Preprofessional Study in the Disciplines Undergirding Education

The complex nature of teaching demands that prospective teachers acquire an adequate theoretical foundation in the undergirding disciplines, primarily the social and behavioral sciences. Studies in anthropology, philosophy, and sociology provide the contextual knowledge which undergirds professional practice in teaching as well as in other social science professions.

Preprofessional studies are oriented toward children and youth as well as human services other than teaching. They extend and amplify the introductory experiences that teacher candidates share with all other college students in the general education component. As a result of preprofessional studies, teacher candidates should:

- understand the principles and methods of inquiry which explain human behavior, cultural influences, social institutions, and significant political, economic, and philosophical systems;
- understand the major human and technological factors that foster or inhibit effective communication among individuals and social groups;
- gain a sense of the disciplinary roots of professional practice shared by teachers and other human service professions.

Academic Specialization

Academic specialization is the in-depth study of subjects which a teacher candidate may teach in an elementary or secondary school. A guiding principle for judging prospective teachers' competence in an academic specialty is their attainment of proficiency at a level and depth of sophistication that enables them to teach others to understand it at their level of readiness.

Much of what prospective teachers learn from their studies in the disciplines is not appropriate for teaching directly to children and youth. Instead, the focus of these studies should be on the nature of knowledge, the structure of the discipline and the relationship between them, and the processes of inquiry and research. These comprise the foundation for enabling teachers to draw appropriately from the disciplines to develop school curricula.

Teacher candidates for each school level need academic preparation which assures that they:

- understand (a) the nature and structure of the subject matter; (b) the logical dimensions of the content; (c) the value and use of the subject matter; (d) the relevance of the subject matter to present and future needs of the students, and (e) the degree of social "neutrality" or bias in the subject matter.
- can select, develop, and modify instructional materials;
- establish standards of excellence appropriate to the grade level and each student's learning needs;
- develop a personal sense of scholarship in at least one academic field sufficient to identify with scholars and other instructors in that area and to participate in professional associations, conferences, and other professional activities.

Elementary teachers.* Teacher candidates for elementary schools should be able to teach reading and language arts, literature, mathematics, physical and biological sciences, social sciences, art and music, and health and physical education. They should also be able to pursue advanced study in at least one of these fields.

The nature of the elementary school curriculum makes it impossible for elementary teachers to acquire the equivalent of an academic major in each of the instructional fields with which they work. Therefore, it is important that each teacher develop a broad knowledge of instructional fields, gaining extended knowledge in at least one of them. Many school systems use employment and assignment procedures to achieve a balance of teacher expertise in different subject areas.

Both the general education component and the professional methodology courses included in the curricula for elementary teachers contribute significantly to the subject matter knowledge necessary for the elementary teacher.

*Although description is provided herein for elementary and secondary level teachers, it should be noted that new instructional arrangements for middle and junior high school students are emerging across the country. Teacher candidates for these schools will need different mixes of general education and professional education courses.

Secondary teachers.* Teacher candidates for secondary schools should have pursued in-depth study of at least two academic fields. In each of these fields, they should be able to:

- understand and discuss the field's logical structure, uses, and modes of inquiry;
- use and describe methods of collecting and processing information and determining reliability;
- pursue independent study of new knowledge.

Specialized teachers (K-12): Teacher candidates in specialized fields commonly taught throughout the K-12 sequence (for example, art, music, and physical education) should be able to:

- acquire the skills of the field and understand their developmental nature;
- understand the disciplines sufficiently to adapt instruction for all learners, dependent on individual levels of readiness;
- pursue independent study of new knowledge in the field.

Professional Studies

The pedagogical component of initial teacher preparation is comprised of the following:

1. Foundational studies in education
2. Generic teaching knowledge and skills
3. Specialized pedagogical knowledge and skills
4. Field and clinical laboratory experience

As with the entire collegiate program, these components should be viewed not as discrete parts of a fixed sequence, but as interactive elements designed to ensure a safe level of initial professional practice.

Foundational Studies. Foundational studies in education are designed to apply the knowledge base of undergirding disciplines to education settings. They focus on learning and human development; and social, philosophic, historical, and economic policy studies in education.

*Although description is provided herein for elementary and secondary level teachers, it should be noted that new instructional arrangements for middle and junior high school students are emerging across the country. Teacher candidates for these schools will need different mixes of general education and professional education courses.

From foundational studies teacher candidates should:

- understand the unique political, social, economic and legal role of schooling in American democracy and its significance and contribution to other institutions and sectors of American society;
- comprehend the major premises and developments associated with significant historical and contemporary schools of predagogical thought as a means of examining and shaping their own professional values and better understanding the educational consequences of what they do;
- be able to use historical and comparative knowledge to assess current trends and anticipate educational consequences;
- understand the governance structure and financing of American schools and the functions of subdivisions of the systems;
- know about the variety of conditions that affect the classroom performance of students over which the teacher has limited control (e.g., socioeconomic status, linguistic status, cultural orientation, class size, exceptionality of classes);
- understand the cycles of lifelong human growth and development and the major theories of cognitive, affective, and psychomotor development and how these affect learning;
- understand typical and atypical behavior and learning patterns of children and adolescents within specified cultural contexts;
- know how the roles of profession, craft, science, art, and the like relate to the role of the teacher;
- be familiar with the governance and organization of the teaching profession as differentiated from the governance of schools;
- know the rights, responsibilities, ethics, and standards of practice for the teaching profession;
- be able to use sources of professional educational literature and systems of information retrieval;
- have a working knowledge of statistics and research methods sufficient to understand and apply them to the improvement of professional practice.

Generic Teaching Knowledge and Skills.* Generic teaching knowledge and skills embody pedagogical elements common to instruction, regardless of subject field, grade level, school size, or student population. The domain of generic skills in which a teacher needs to be proficient is as comprehensive as the range of professional challenges which the teacher will encounter in professional practice.

Professional studies (including clinical and laboratory experiences) should assist prospective teachers in understanding and employing each of the generic teaching skills. While the specific skills listed here are representative and not necessarily exhaustive, they are essential to effective teaching.

Teacher candidates should be able to:

1. analyze and interpret student abilities, cultural backgrounds, achievements and needs:
   - use school records, including standardized test scores and anecdotal data, to identify the learner's needs;
   - recognize and interpret various exceptional conditions of children (e.g., limited sight or hearing, cognitive ability or outstanding gifted abilities);
   - identify cultural backgrounds of students and interpret impact on learning.
2. design instruction that will meet learner needs through appropriate instructional materials, content, activities, format and goals:
   - plan a course of action for instruction over a school year, a semester, a grading period, a day and a lesson;
   - develop lesson plans with objectives or expected outcomes, instructional sequences and activities, and an evaluation design;

*These generic teaching skills are adapted from a variety of sources including the ACSESULGC standards (1981) and monographs (Denemark and Nutter 1980), (Reynolds 1980), (Smith 1980). Extensive parts of this section were drawn from Smith's identification of six teaching domains in the Florida Beginning Teacher Program (1982).

- decide the subject matter to be taught, including sequencing, pacing, emphases, activities, and evaluation;
- select appropriate print, audiovisual and computer materials according to established criteria and the needs of students.

3. conduct instruction to best facilitate learning:
   - present subject matter and manage activities to maximize learning:
   - use a variety of instructional strategies, including individual and small or large group instruction, peer teaching, independent study, field projects, computer-assisted instruction, lecture, etc.;
   - use instructional technology, including computers, as appropriate.
4. manage the classroom to promote productive learning:
   - regulate classroom time to focus on learning activities;
   - manage student interaction with each other and the teacher;
   - organize the classroom physical setting to be an effective environment for learning activities.
5. manage student conduct to create a positive climate for student learning:
   - develop, explain, and monitor rules for student conduct;
   - deal with distractions and competing tasks to maintain a smooth flow of attractive and challenging tasks for students;
   - maintain a focus on productive learning by correcting deviant behavior, varying teaching strategies, and praising desirable conduct.
6. promote classroom communication to evoke and express academic information as well as personal feelings and relationships:
   - use and elicit standard English in writing and speaking;
   - use correct mathematical symbols and processes;
   - use body language and other forms of nonverbal communication to express emotions as well as approval, disapproval, permission, etc.

7. evaluate learning to determine the extent to which instructional objectives are achieved by students:
   - relate evaluation to instructional objectives and be able to select and develop appropriate questions and types of tests;
   - elicit students' best efforts in preparation for and in taking examinations;
   - create an appropriate environment for test-taking that encourages conscientious and ethical behavior;
   - help students develop an acceptance of tests as an opportunity to demonstrate the accomplishment of goals and to identify areas which need strengthening;
   - summarize students' performance on units of instruction and report that performance honestly and accurately to both students and parents;
   - analyze test results and interpret achievement information meaningfully to students.
8. arrange for conferral and referral opportunities:
   - refer parents/pupils to appropriate professional expertise as necessary following detection of apparent student problems;
   - conduct conferences as necessary with parents and special school personnel, such as the school nurse, psychologist, social worker, librarian/media specialist, and guidance counselor.

Specialized Pedagogical Knowledge and Skills. Generic knowledge of teaching provides a basis for more specialized pedagogical knowledge and skills, some of which relate specifically to the subject or content to be taught, and others to the age or grade level of the learner. Still other competencies are linked with the cultural backgrounds and physical and mental abilities of the learners. While knowledge and skills associated with teaching students from different cultural backgrounds or with certain physical or mental handicaps are imperative for all teachers, they extend beyond the generic elements and are related to special needs of learners.

Professional studies in this component should enable teacher candidates to:

- employ diagnostic techniques, design instructional strategies and curricula, select and use materials, and engage in management procedures that are unique to a subject field, grade level, or set of student group characteristics;
- identify special student needs based on cultural backgrounds and physical and mental abilities;
- identify specially trained personnel in academic fields other than the teacher's own who can serve as instructional team members, consultants, resource personnel, or persons to whom referrals are made.

Field and Clinical Laboratory Experiences. Teacher candidates should be able to practice effectively in the classroom beginning the first day. To achieve this objective, teacher education must interweave theory and practice, college and school experiences. A series of carefully designed and supervised campus and field-based experiences should be conducted throughout the period of professional study. This sequence should enable candidates to move through stages of increased responsibility for classroom instruction, culminating in a beginning teacher program that includes support from peers, higher education faculty, and school supervisors.

This component of professional study allows prospective teachers to observe and practice instructional theory in environments which facilitate early feedback, evaluation, and modification in the light of such experience. These experiences include simulations and other controlled situations, microteaching, reflective teaching, observations of teachers, and student teaching.

The purpose of direct experience in the classroom is to enable teacher candidates to master pedagogical knowledge and skills to a level which allows them to enter the classroom with the confidence of knowing how to cope with planned and unexpected events. Clinical experiences provide the opportunity to determine if the prospective teacher has the qualities and characteristics expected of teachers as outlined at the

beginning of this paper. In addition, these experiences should provide understanding of the context within which particular schools function as well as the broad social context of schooling.

The implementation of clinical and field-based components requires a partnership of a classroom teacher, the teacher candidate, and a supervising member of the teacher education faculty.

Field and clinical laboratory experiences should develop teacher candidates who:

- are thoughtful observers of individuals and groups and can use the information collected by observation to promote learning;
- have had experience in the classroom and with the teaching profession which includes interaction with students, teachers, parents, and the community;
- have demonstrated ability to apply both scientific and artistic dimensions of teaching to real and simulated classroom situations;
- have developed competence and confidence in using their professional repertoire of knowledge and skills;
- are able to assume increasingly greater responsibility for classroom teaching;
- can evaluate their own performance and the outcomes of that performance;
- identify with the teaching profession and possess an understanding of the range of responsibilities associated with a competent professional.

Next Steps

AACTE challenges teacher education to examine critically their programs of teacher education focusing upon general education, preprofessional studies, academic specialization, and professional studies to determine whether the needs of prospective teachers are now being met. While this statement outlines the primary outcomes for each component, teacher educators will need to specify in greater detail the knowledge and skills which will ensure that their graduates are qualified for practice in the nation's classrooms.

Any re-examination of the professional studies should include updating the curriculum so that it is based on the professional knowledge base. AACTE recommends two documents which summarize the research on the generic knowledge and skills and further specify the concepts included in those areas. We believe that teacher educators will find both helpful in redesigning current programs.

- Smith, D., ed. *Essential Knowledge for Beginning Teachers*. Washington, D.C.: AACTE, to be released in Summer 1983.
- *Handbook of the Florida Performance Measurement System*. Tallahassee, Florida: Florida Beginning Teacher Program, Office of Teacher Education, Certification and Inservice Staff Development, 1982.

The immediate challenge to teacher education and AACTE is to achieve consensus on the essentials for initial professional practice and accordingly to revise professional preparation programs. However, ideal programs cannot be achieved by schools, colleges, and departments of education alone; they must receive the full support of higher education institutions, the organized profession, school administrators, local and state policy-makers, and ultimately the communities in which their clients will serve. AACTE is committed to work toward building this support.

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Afterword

In February 1981 AACTE's Board of Directors established a Task Force on Profiles of Excellence with the charge to prepare a document on what teachers should know and be able to do when they completed the initial teacher education program. The AACTE membership affirmed the work of this task force at the 1982 Annual Meeting, when they passed the following resolution:

> Whereas schools, colleges, and departments of education carry a large portion of the responsibility for the development of appropriate knowledge, skills, and attitudes of those who aspire to become teachers; and Whereas the public has expressed support for the improvement of elementary, secondary, and teacher education; and
>
> Whereas teacher education faculty have the knowledge and expertise necessary for the redesign of teacher education programs and the development of appropriately rigorous quality control standards and procedures; and
>
> Whereas the American Association of Colleges for Teacher Education welcomes the opportunity to join with other organizations in seeking higher standards for the preparation of prospective teachers; therefore
>
> Be it resolved that:
> the American Association of Colleges for Teacher Education extends an invitation to other organizations to join in efforts to improve the quality of teacher education; and
>
> Be it resolved that:
> the American Association of Colleges for Teacher Education endorses continuing efforts to gain consensus on the essential capabilities of teacher education graduates who seek initial teacher certification; and

Be it resolved that:

the American Association of Colleges for Teacher Education endorses efforts to identify and create the conditions essential for excellent programs of teacher education; and

Be it resolved that:

the American Association of Colleges for Teacher Education pledges cooperation with other organizations in seeking to establish appropriately rigorous standards for initial teacher certification and the approval of teacher education programs.

Thus, *Profile of a Beginning Teacher* was developed by this task force in response to its charge from the Board of Directors and the 1982 resolution. This statement was adopted by the AACTE Board of Directors in November 1982.

This statement is AACTE's effort to identify what teachers should know and be able to do when they complete their initial preparation program. The Association is preparing a similar statement about the responsibilities of teacher education for the inservice and continuing education of education personnel. In addition, the Association has proposed a redesign of the national accrediting association, National Council on Accreditation for Teacher Education (NCATE), and is working with the profession to influence state approval systems as mechanisms to address quality control. For additional information on these topics, the reader should contact AACTE.

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